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ABSTRACT

The Center for the Teaching Professions at Northwestern University was established in 1969 as a response to the concern expressed by our society about the quality and importance of teaching and its relationship to the vitality of the learning process. The efforts of the Center are all directed toward the goal of improving teaching in any context in which it appears. The activities of the Center for its first year of operation, 1969-70, are described in detail in the project report submitted to the W. K. Kellogg Foundation for that year. Activities for the second year of operation, 1970-71, which constitute the contents of this report, represent a further extension of programs initiated the first year as well as the addition of new efforts to meet the increasing demands for guidance and support in developing more effective and unique patterns of teacher-student interaction. The report describes the faculty fellow program, individual projects, a seminar in college teaching, a program on the evaluation of teaching, a publications program, activities with professional associations, workshop and speaker programs, and planned programs for the future. (Author/HS)

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NORTHWESTERN UNIVERSITY
CENTER FOR THE TEACHING PROFESSIONS
ANNUAL REPORT 1970-1971

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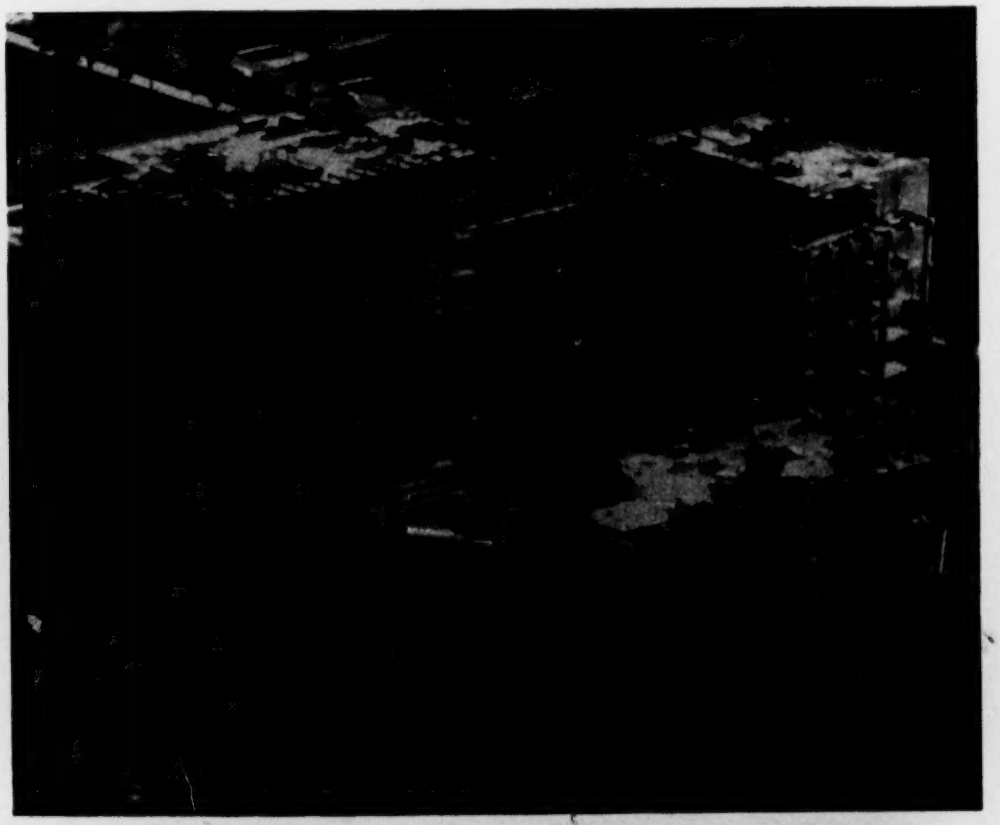

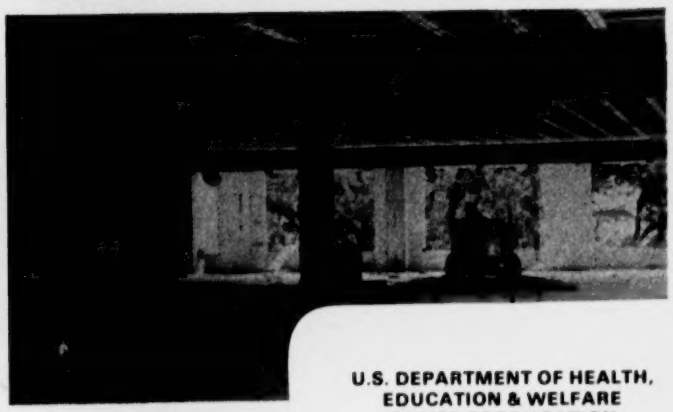

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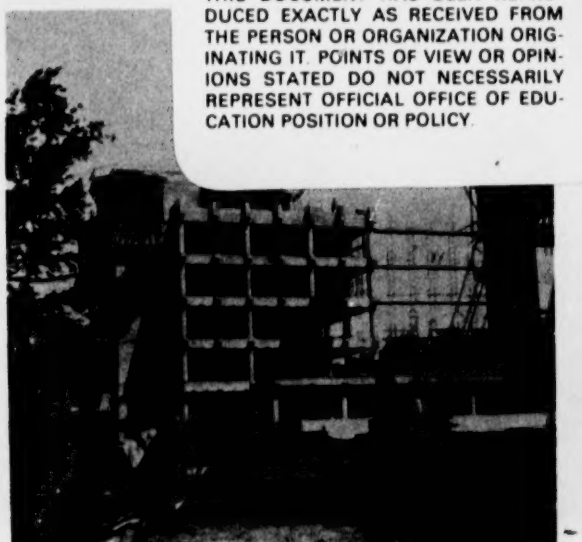

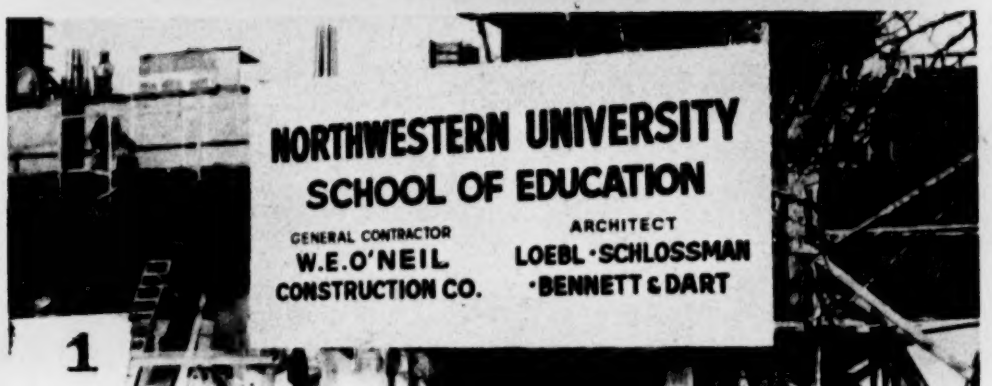

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W. K. KELLOGG FOUNDATION

ANNUAL REPORT 1970-71

THE CENTER FOR THE TEACHING PROFESSIONS

NORTHWESTERN UNIVERSITY

B. CLAUDE MATHIS

DIRECTOR

I

The Center for the Teaching Professions at Northwestern University was established in 1969 as one response to the concern expressed by our society about the quality and importance of teaching and its relationship to the vitality of the learning process. The efforts of The Center are all directed toward one goal, that of improving teaching in any context in which it appears. In its broadest sense the implementation of this goal calls for elevating the teaching function in any professional endeavor to the level of concern its importance demands.

The Center is under the administrative direction of the School of Education and functions as a university-wide resource to provide support and expertise to those persons seeking to improve teaching and curricula in any educational context. Funded by a six-year commitment from the W. K. Kellogg Foundation, The Center is at the mid-point of an ititial three year program which concentrates on the improvement of teaching within Northwestern University. From a central focus on the problems of teaching within Northwestern University The Center will expand its efforts during the years ahead to include involvement in other educational contexts by providing both pre-service and in-service support for the development of more effective strategies for creative teaching and curriculum reform in all the professions.

The activities of The Center for the Teaching Professions for its first year of operation, 1969-70, are described in detail in the project report submitted to the W. K. Kellogg Foundation for that year. Activities for the second year of operation, 1970-71, which constitute the content of this report, represent a further extension of programs initiated the first year as well as the addition of new efforts to meet the increasing demands for guidance and support in developing more effective and unique patterns of teacher-student interaction initiated by Northwestern faculty.

During the second year of activitiy, The Center operated with a full-time staff consisting of the Director, Dr. B. Claude Mathis, Associate Dean of the School of Education and Professor of Education and Psychology, Dr. Beecham Robinson, Assistant Professor of Education, Program Director, Mr. Olen Jones, an advanced graduate student in the field of Education Administration, Administrative Assistant, and Mrs. Frances Vickers, receptionist and secretary. During the first part of the year Dr. Steven Holbrook, Assistant Professor of Education, served also as a Program Director. Dr. Holbrook joined the staff of the W. K. Kellogg Foundation during mid-year and was replaced by Mr. Jones. In addition to these persons, The Center had available to it the part-time services of four graduate students,

Mr. Ronald Gerut, Mr. Gerald Gladkowski and Mr. William McGaghie in educational psychology, and Mr. Paul Black in the field of educational administration.

During our second year of operations The Center continued its efforts to support departments and individual faculty in the improvement of their teaching capabilities. This was done through support offered to individual faculty to help them accomplish more effectively the kinds of instructional changes which represented already existing commitments on their part.

The Faculty Fellow Program

The Faculty Fellow Program was instituted as a means of recognizing individual faculty in the various schools and departments of Northwestern who are involved in creative teaching and who are considered by their colleagues as representing distinguished commitments in this regard. The Faculty Fellows of The Center meet periodically for the purpose of a free exchange of their own ideas about teaching. Each Fellow is given modest financial support to use for instructional change in the teaching activities which interested him. Our first appointments as Faculty Fellows included five individuals whose activities are reported in detail in the second part of this report. Three of these appointments were in the School of Medicine, one in the College of Arts and Sciences, and one in the Technological Institute. The success of the Faculty Fellow Program is such that we have expanded our commitments in this area to include twelve Faculty Fellows during the third year of Center activities. Appointments have already been made so that we have at least one Faculty Fellow in each of the schools and colleges of the university. While the Faculty Fellow Program represents an investment of support in individuals who have already demonstrated their commitment to creative teaching, The Center feels that the recognition accorded these faculty members represents a reward for their efforts which not only encourages them to continue but indicates to the university community the presence on campus of distinguished faculty who are indeed committed to teaching as a worthwhile endeavor. Although the financial support is modest in amount, the Faculty Fellows have used these allocations most effectively to develop film programs with their classes, to purchase technological support for their teaching, and to provide materials for teaching which are not available otherwise. These funds are specifically earmarked for the support of teaching activities and not for additions to salary or for release time.

Individual Projects

In addition to the Faculty Fellow Program The Center has provided support for a number of individual instructional improvement projects involving faculty within Northwestern who wish to make some change in their approach to teaching. Detailed descriptions of these projects are provided in the second part of this report. These instructional improvement projects are usually negotiated with the faculty member by a staff member at The Center after the faculty member has submitted a brief description of his needs to The Center. This negotiation proceeds through an individual conference with the faculty member so that we have opportunities for introducing alternate suggestions for improvement which may not have been considered. The amounts of support range from less than $100 to as much as $2,000. The staff member who is assigned to monitor the individual project follows the development of the activities and is available to provide assistance to the faculty member at any point during the activity. If at all possible, we attempt to develop funding partnerships with the department or the school involved so that total cost of the project would include funds from The Center as well as support from the regular budget of the university.

We feel that risk capital for instructional improvement must be recognized as a legitimate concern of the regular budgeting process of the university; therefore, our hope is to initiate a greater funding involvement in instructional improvement on the part of departments by using Center funds as an inducement to encourage the department to begin a funding partnership. This strategy has worked successfully in approximately 80 per cent of the instances where such a strategy was appropriate.

Seminar in College Teaching

The Center recognizes that improvement in teaching involves the learner as well as the teacher. For that reason we have been active in developing projects which can have an impact on instructional improvement through student-initiated activity. Probably no other single group of students can have an impact on teaching to the extent that a university's graduate teaching assistants can have. Much of the undergraduate effort at any university involves the use of graduate teaching assistants. These graduate students represent an imaginative and creative asset to the teaching function of a university; yet, in most instances, the teaching assistant performs his duties in spite of, and not because of, the career goals he is pursuing. Northwestern University offers only the Ph.D. degree through the Grad-

uate School, and this degree has not by tradition been defined as a teaching degree. Departmental programs to involve teaching assistants in any kind of systematic preparation for their teaching function is usually haphazard at best. At the present, only one major university, The University of Utah, offers a university-wide program for preparing teaching assistants for their instructional activities.

In response to this need, The Center for the Teaching Professions proposed during its first year of operations that a graduate seminar be established to provide a mechanism for departments to use in developing a systematic preparation program in teaching for their teaching assistants as well as any graduate student who saw his career goals as including college teaching. A graduate seminar, E70-Seminar in College Teaching, was approved by the faculty of the Graduate School and the first group of students to be involved in this seminar represented a selected group of teaching assistants from the fields of History, Philosophy, Political Science, and Sociology. A detailed accounting of the use of this seminar by the university is contained in the second section of this report. The Center strategy relating to the use of this seminar has been that of encouraging each department to create its own experience through assigning the seminar to a senior faculty member who serves as a facilitator for the activities. We have also encouraged departments to include the seminar as a part of the doctoral program for those who participate in it. In most instances The Center provides some funds for obtaining speakers, or for other activities, together with some staff participation if the department desires. We have recently decided that we will also offer through The Center seminar experiences staffed by Center personnel for those departments who might not have the resources to implement their own offering.

The place of E-70 in the curriculum of the Graduate School is an unusual one. When The Center recommended the establishment of such a course we indicated to the graduate faculty a feeling that the course should be made a part of the general offerings of the Graduate School so that the seminar could become available to all departments on an equal basis. For this reason the course has been approved as a general Graduate School offering without departmental ownership, which places it on an equal basis with the general Graduate School research offerings used for dissertation credit and for research activity. The Dean of the Graduate School has informed The Center that this represents the first time in the history of the Graduate School at Northwestern University when a course on teaching was accorded equal status to courses on research within the curriculum of the Graduate School. Approximately seventy-five graduate students participated in an E-70 experience during our second

year of activities. Center staff are actively involved at the present in helping the departments of Chemistry, Philosophy, and Psychology develop plans for an E-70 offering during the academic year 1971-72. Those departments involved in such an experience during the adademic year 1970-71 are planning to continue this experience. In addition The Center will be offering an E-70 seminar during the Spring Quarter 1972 which will be staffed by Center personnel and available to teaching assistants throughout the University.

The Evaluation of Teaching

One of the pressing concerns of students at Northwestern University has been the evaluation of instruction. During 1970-71 the Associated Student Government appointed a committee on course and teacher evaluation made up of students. The Center became involved in their activities as they sought to establish a viable course and teacher evaluation program at the university which would provide information about courses for students as well as data which would be useful to the instructor in assessing his own competence in teaching. During the Summer of 1971 The Center helped support an intensive three week study experience for this committee which culminated in a report to the university concerning programs which the committee felt could be implemented effectively within Northwestern University. The Center will be providing funds for this committee during academic year 71-72 to help them realize some of the objectives contained in their report. The university has made funds available from its own budget, and we feel that the prospect of a workable course and teacher evaluation program is an optimistic one for the year ahead.

One aspect of these evaluation efforts relates to the establishment of an instructional assistants' experience for advanced undergraduates who wish to participate with faculty in the process of evaluating teaching. This experience calls for the creation of an undergraduate course similar to the E-70 experience which now exists at the graduate level. Persons who would participate in the instructional assistant's program would first take the course experience and then be assigned to a faculty member who has indicated a willingness to participate in the program. The Center will provide funds for establishing this course for the instructional assistants. Not only will this program involve advanced undergraduates in the process of examining instruction, it will also provide them with a basic competence for evaluation which would be gained through their participation in the course experience.

Technology and Teaching

The Center for the Teaching Professions makes available to faculty media for use in teaching. We have available for use film projectors, slide projectors, tape recorders, cameras, film strip projectors, overhead projectors, and video equipment which is portable. The use of Center equipment for teaching purposes has shown a steady increase. Last year, 266 separate requests were received to check out equipment for instructional purposes. This figure does not include the use of the equipment at The Center by faculty and students. Northwestern faculty are using media for teaching with increasing frequency, and The Center's equipment represents the most available source on campus. Our video equipment is used for micro-teaching activities by those departments offering a Seminar in College Teaching, and individual faculty are designing more instructional sequences to include tape, slide, and overhead projector presentations. The availability of equipment at The Center has stimulated a greater need for faculty preparation in the use of media in the classroom. The Center will be offering workshops on technology and teaching for faculty during 1971-72. Mr. Ron Gerut, a program assistant at The Center, has undertaken a survey of faculty and departments to determine university-wide needs in this area. His research will culminate in a report indicating the costs of establishing an instructional resources center for Northwestern University. The report will provide a number of alternatives which would be possible, contingent upon funds becoming available in the University budget for this kind of resource.

Some Specific Efforts for Change

One example of a cooperative effort at Northwestern University involving faculty, graduate students, and a basic undergraduate introductory course can be found in the graduate student teaching internship program in the Department of Philosophy. All graduate students in the Department of Philosophy participate in this program which is designed to prepare students for the teaching activities which the department feels are essential to the professional commitment of the philosopher in higher education. Students participate in seminar sessions on the teaching of philosophy, and they teach undergraduates either within the department or in other appropriate settings such as a junior college.

The introductory course in philosophy has been redesigned to include two different formats: one is organized around lectures by a regular faculty member with quiz sections conducted

by graduate teaching assistants; the second is built around small courses of approximately twenty students planned by a graduate teaching intern. The small sections are student centered and represent an approach to some problem in philosophy which is usually part of the introductory effort.

The restructured introductory course offers the interns experiences in a student-centered teaching activity as well as a more traditional faculty centered approach. The resources of The Center for the Teaching Professions have been available to the participants in this program. These resources include such activities as micro-teaching techniques as a support to instructional improvement. During the academic year 1971-72, the department is continuing these efforts begun during 1970-71. The Center is providing additional assistance to permit the department to support supervisory efforts through the use of an advanced graduate student who has been involved in the program.

The efforts of the Department of Psychology in restructuring their introductory sequence are continuing during 1971-72 and additional innovations in that area are being supported by The Center for the Teaching Professions.

The Technological Institute initiated this year a pilot program involving sixty freshmen who are participating in a curriculum which drastically changes the course of undergraduate instruction in the Engineering Sciences. The new program replaces the traditional multi-course concept and replaces it with a team-teaching program which integrates material usually taught separately in the field of mathematics, science, and engineering. The program will replace separate quarter courses with integrated blocks lasting from one to four weeks. The Center for the Teaching Professions has made available to the faculty group supervising the program some support for developing an evaluation effort for assessing the progress and results of the new approach. The new program is described in greater detail in the second section of this report.

A Publications Program

During the year 1970-71, The Center for the Teaching Professions inaugurated a publications program for the purpose of disseminating information within the faculty at Northwestern concerning Center programs and the teaching improvements which were taking place generally within the University. Our first efforts in the area of publications resulted in a newsletter which was published each quarter of the year. Response to the content of this newsletter has been positive and supportive. The Center plans to continue these efforts during 1971-72 and to expand its publication program to include a special publi-

cation on teaching at Northwestern entitled Innovations in Teaching at Northwestern: Models for Change. Plans for this publication were made during the Spring Quarter of 1971. The work will represent an attempt to recognize exemplary college teaching now being done by the members of the Northwestern faculty by providing interested readers with descriptive accounts of teaching methodologies and philosophy concerning these activities. Authors include professionals from a variety of academic disciplines who have demonstrated a commitment to the role of facilitating student involvement in the intellectual process. Although the departmental affiliations and, consequently, the teaching emphasis of the contributors differs considerably, a general sensitivity to the teaching-learning process can be identified as their common goal. A more detailed description of the articles and the participants is contained in the second part of this report.

Since panaceas for reform are non-existant, Innovations in Teaching at Northwestern: Models for Change is intended only to present pedagogical strategies which have been mutually satisfying for teachers and students. Application of these models is, of course, dependent upon their critical evaluation and possible reconstruction by other members of the professional community at Northwestern.

The Center is negotiating with a national publisher for the publication of at least two volumes concerning teaching which are in the planning stages. The first of these will be under the editorship of Professor Lindley Stiles of The School of Education and will involve articles concerning models for teaching by a group of nationally known scholars. The publishing company will assume responsibility for the national distribution of the volume and The Center for the Teaching Professions will support the activities leading to publication.

A committee has been appointed by the director of The Center to help him plan three symposia to be presented during the academic year 1972-73 as part of the dedication of the facilities for The Center for the Teaching Professions in the new School of Education building. These symposia will be concerned with college teaching and its role in maintaining the university as the center of intellectual development in our society. While the volume under the editorship of Professor Stiles will depend heavily on Northwestern faculty, the symposia being planned are viewed as opportunities to bring to the campus nationally known scholars from outside Northwestern University who are recognized as having addressed themselves creatively to some of the vital issues in the contemporary world of higher education. The Center will ask these scholars to prepare papers which will be edited and published under the sponsorship of The Center for the Teaching Professions, but under the same publishing arrangement being utilized for Professor Stiles' volume.

Activities Beyond Northwestern

In anticipation of a greater concern with teaching in contexts other than those within Northwestern University, The Center for the Teaching Professions has explored ways that it might become involved in productive relationships with groups off the campus. One project involved a program for directors of demonstration centers for gifted children in the Chicago suburbs which extended over one quarter during 1970-71. This program is described in greater detail in part two of the report. The Center held in-service sessions with these directors to help them develop evaluation plans for the activities provided by their centers in improving teaching for the gifted in their cooperating school districts.

Staff of The Center also worked with faculty in a neighboring private school, Roycemore School, to help introduce teachers there to the use of media in teaching. Faculty at Roycemore used the facilities of The Center to plan a number of projects which are being implemented through facilities available at the Roycemore School.

During 1970-71 the School of Education received a grant of approximately $26,000 from the Wieboldt Foundation for the purpose of enabling Professor John Wick to construct self-instructional programs on evaluation and measurement designed for the classroom teacher and for the layman who has no special training in testing or statistics. The staff of The Center worked cooperatively with Professor Wick in the development of these self-instructional programs. The facilities of The Center are also being used for the field test of these materials. Additional funds are being sought to produce prototypes which can be made available to allow schools access to materials which can be used by teachers who need to learn some of the basic concepts involved in evaluation and measurement.

Both the Wieboldt Project and the project with the demonstration centers for the gifted generated some small amounts of income for The Center which is being set aside to help The Center become self-sustaining at the end of its Kellogg funding. We anticipate some return from our publications program and from the sale of our evaluation and measurement programs constructed by Professor Wick. The Center anticipates that these efforts will point the way toward the beginning development of a self-sustaining program of financing to supplement the operations budget of The Center at times when the financing from outside sources is low. Additional activities involving commitments to off-campus projects are described in the second part of this project.

Professional Associations

During the academic year 1970-71 The Center engaged in two efforts with professional associations designed to provide some assistance to these associations vis-á-vis programs for improving teaching on the part of members of the associations. Both of these efforts are described in greater detail in the second part of this report. During March, 1971, The Center sponsored a meeting of an ad-hoc committee of division 15 (Educational Psychology) of the American Psychological Association. This committee was responsible for studying the role of Educational Psychology in improving teacher education. These efforts culminated in an open meeting at the convention of the American Psychological Association in Washington, D. C. where the preparation of teachers, the role of educational psychology in that preparation, and the preparation of teachers of educational psychology were discussed. The committee will continue its operations during 1971-72, and the director of The Center will be a member.

During 1970-71 The Center sponsored a joint meeting of a planning group made up of the officers of the American Philosophical Association and the Philosophy of Education Society. Details of this meeting are presented in part two of this report. Discussions with these two associations have led to the transmittal of a proposal to the National Endowment from the Humanities seeking planning funds for The Center for the Teaching Professions to bring representatives of these two associations together. The purpose of the planning will be to develop a proposal for a post-doctoral program for individuals in philosophy of education who wish to become more prepared in the area of philosophy and educational theory as a support to the improvement of their teaching. If funded, The Center for the Teaching Professions will have responsibility for supporting the preparation of this proposal.

The American Board of Pediatrics and The Center for the Teaching Professions have established a cooperative relationship to undertake the development of a taxonomy of Pediatric practice for use by the Board in increasing the effectiveness of their examination procedures. This project is under the direction of Dr. Fredric Burg of the National Board of Medical Examiners. Dr. Burg is a former Faculty Fellow of The Center. The project will involve extensive work with committees of the American Board of Pediatrics to help them define a base-line taxonomy of content to represent a sine qua non of pediatric practice. The director of The Center will be involved in this project during 1971-72.

During November, 1972, The Center for the Teaching Professions will sponsor, together with The Curriculum Center in En-

glish, a Midwest regional workshop for the Association of Departments of English. Through its close relationship to the Modern Language Association, the ADE has been active in bringing universities to discuss ways in which Departments of English can become more interdisciplinary in their efforts. Participants from thirty-two Midwest colleges and universities will attend to participate in activities around the theme of "Toward a Definition of Literacy for the 70's." The Center will make available the invited papers from this workshop through our publications program.

Speakers and Workshops

During the academic year 1970-71, The Center for the Teaching Professions was responsible for bringing to the campus many speakers who were made available to the university community. These persons are identified in more detail in part two of the report. In all instances they presented viewpoints about improving teaching and developing more meaningful models as alternates to the traditional conceptualization of teaching. During 1971-72 The Center plans to increase its involvement in this type of activity. We have initiated a film program involving the creative use of film in the classroom which is being made available to the educational community both within Northwestern and outside, and we are negotiating with additional persons in the area whom we feel have something of value to bring to teachers and students relating to the improvement of teaching. The Center is also planning two workshops which will be on the development of self-assessment procedures for faculty members to use in gaining insight into their own teaching skills. The second workshop will be for public school teachers in the area and will involve an introduction to materials which would be useful in teaching students who come from minority group culture patterns.

The Center has started a program of half day workshops on equipment for faculty. The first of the series on video-taping, the overhead projector, and films and slides has been over subscribed and we are offering special sections to accomodate the demand. During 1971-72, we will be scheduling one series each quarter.

The staff of The Center for the Teaching Professions is proceding with plans for the expansion of Center programs and for housing these programs in the new facility which will be completed during the summer, 1972. We are vigorously seeking candidates for additional program directors who will be needed as our activities reach beyond the Northwestern campus. As of the Fall Quarter, 1971-72, we have identified three excellent

candidates for the available positions. In addition, our staffing pattern will include the retention of present staff in the activities and programs which now involve them.

During the year 1970-71 the efforts of The Center were characterized by an extension of programs initiated during the first year of Center activities. The extent of our activities with the various schools and colleges of the university indicate that The Center is succeeding in stimulating an interest in, and a commitment to, good teaching as a worthwhile calling for the faculty at Northwestern University. To the extent that this commitment is reinforced by a parallel commitment of the part of the university through appropriate uses of its own budgetary resources, teaching can continue to contribute to the intellectual life of the university as the vitalizing force which it traditionally is held to be.

The Center's efforts to improve the quality and status of the teacher and of teaching have met with favor and thus its concerns are validated by the uses being made of its programs and by the demands extended for its services. As The Center for the Teaching Professions expands its efforts within Northwestern University and to other institutions at all levels, its reputation and visibility increases in kind.

Future Plans

During the funding year 1971-72, The Center for the Teaching Professions will continue to expand major programs already established. In addition, Center staff will initiate planning and program efforts in anticipation of the availability of new facilities in September, 1972, and in anticipation of expanded involvement in educational settings other than Northwestern University. Briefly, activities and efforts for 1971-72 include the following:

(1) An expansion of the Faculty Fellow Program to include at least twelve appointments representing the College of Arts and Sciences and the professional schools of Northwestern. Seminar activities will be established for this group to provide opportunities for informal sharing of ideas and strategies useful in improving teaching.

(2) An expansion of the media support program to include workshops for faculty and teaching assistants each quarter on specific media problems in teaching such as the use of film and slides, video-taping in teaching, and preparing visuals for the overhead projector.

(3) An expansion of the E70, Seminar In College Teaching, program to include specific offerings of E70 by The Center. During the spring quarter Center staff will offer this seminar for teaching assistants as a scheduled Center course. This will be in addition to the seminars scheduled by departments and should attract teaching assistants from those departments not now involved in the program.

(4) An expanded publications program to include two special publications in addition to The Center Newsletter. Theories of Teaching is being edited by Prof. Lindley Stiles for additional distribution and Profiles in Teaching: Models at Northwestern is being prepared by The Center for faculty distribution within Northwestern. Negotiations are proceeding with a leading publishing company concerning the publication and distribution of Theories of Teaching and one additional volume on college teaching. The Center is also working with Prof. John Wick to develop a dissemination program for his self-instructional evaluation materials.

(5) An increase in Center involvement with teachers in educational contexts other than Northwestern. This includes projects at the Evanston Hospital School of Nursing, Evanston Township High School, and selected junior colleges in the area interested in improvement and evaluation programs for teaching.

(6) Implementation of projects with professional associations, especially the planning of post-doctoral experiences for teaching with the American Philosophical Association and the Philosophy of Education Society.

In addition to workshops and film programs for faculty and students on the use of media in teaching, The Center has scheduled the following for teachers at Northwestern and teachers in private and public schools in the Chicago metropolitan area:

(1) On January 14 and 15, 1972, The Center wil offer a workshop for teachers in grades K through 8 on the preparation of learning materials in the language arts. This workshop will be directed by Mrs. Elsie Harley, director of the Learning Center at the Martin Luther King, Jr. Laboratory School of the Evanston Public Schools. Attendance at the workshop will in-

volve the pairing of an administrator and a teacher from selected schools as one means of developing better communications between the administrator and teachers. Each team will prepare materials to be taken back to their school for use by students there.

(2) During the winter quarter The Center will offer a workshop for faculty at Northwestern and other colleges in the area on self-assessment in teaching. Prof. Beecham Robinson will direct these activities. The emphasis will be on the development of individualized strategies of assessment which each faculty member will organize for himself based upon the wide range of alternatives presented in the workshop.

(3) On April 10 through 24, 1972, the School of Speech and The Center for the Teaching Professions will sponsor a Media Environment Workshop at Northwestern to be offered by the National Film Board of Canada. This workshop will be available for faculty and students in the School of Speech and in other Schools and departments within the University.

(4) During the spring quarter, 1972, The Center and the School of Education, through its project on the Training of Teachers of Teachers, will offer several workshops including one on the teaching of reading. This activity will be available to a selected group of teachers in inner-city schools and will emphasize new approaches to the teaching of reading.

The Center has appointed an advisory committee to help the Director and staff plan for activities for the funding year 1972-73, the first year of operations in the new School of Education building. These plans include an advisory group from outside Northwestern to help the Director expand contacts and efforts with professional associations, such as the Association of American Medical Colleges and the Association of American Law Schools. In addition, we are proceeding with the identification of resources nationally which could be of help in making the first year in the new facility one which will call attention to teaching as an activity of central concern for education.

II

Part II of this report presents in detail the activities and programs of The Center for the Teaching Professions. Center operations and project commitments for the funding year 1970-71 are as follows:

Colloquia Series

The Center for the Teaching Professions presented a colloquia series during the 1970-71 school year. The purpose of the series was to bring to the campus persons representing diverse points-of-view about teaching. The speakers reflected a variety of attitudes and strategies present in contemporary education. These presentations were recorded and are available for use as part of The Center's media collections.

Mr. Roger Ulrich, research professor of Psychology, Western Michigan University, discussed methods and implications of behavior modification in the public schools. A description of his Learning Village, a school where strict contingency management is employed, revealed that behavior modification procedures, when properly implemented, increase individual growth in both cognate and social learning. He indicated that these findings apply to children ranging in age from six months to adolescence. Dr. Ulrich's presentation included ideas concerning social and governmental influences on human behavior. He suggested that prevalent reward systems within our culture tend to strengthen behavior which is often contrary to our intent. Implicit reinforcement of interpersonal competition is often incompatable with the cooperation we recognize as necessary for positive interpersonal relations.

Mr. Lee Alo, assistant principal of the Chicago Public High School for Metropolitan Studies, might be hard-pressed to find support for his self-professed realism. His job at Metro High School (which is variously referred to as "the school without walls") often requires a radical departure from established practices of secondary school teaching and administration. Metro, the experimental school without walls means, more than anything else, that high school students can be responsible persons capable of making decisions concerning the conduct of their lives at present as well as decisions about educational experiences necessary for the future. These objectives, which are strikingly similar to those expressed by most contemporary high schools are, however, satisfied by unorthodox methods. Mr. Alo discussed his views of secondary education at a colloquium which was attended by a large audience made up mostly of stu-

dents interested in alternatives in education.

The colloquium series continues during the 1971-72 school year with the presentation of Dr. Herbert Walberg of the University of Illinois - Circle Campus on the open classroom, Dr. Philip Kapfer of the University of Utah on the Life Internship Model of Curriculum Development, and Dr. Douglas Crawford of the University of Toronto on systems analysis in educational planning. Additional colloquia are being planned in order to offer an opportunity for faculty and students to become aware of a wide range of interpretations for teaching and learning.

Film Workshops

During 1970-71, The Center for the Teaching Professions presented three workshops on the creative use of film in teaching which was offered by Mr. David A. Sohn, the Coordinator of Curriculum for English and Social Studies for Evanston School District 65. Mr. Sohn has authored a number of books dealing with the use of film in the teaching of English and on innovative approaches to creative writing. He is communications editor for Media and Methods magazine and a frequent contributor to educational publications and professional journals. The workshop was well attended by students and teachers, both from Northwestern University and other educational institutions in the area. Mr. Sohn presented a number of examples of film and discussed these with the group so that they could begin to develop a conceptualization of the wide range of possible uses of film in teaching. The first two workshops dealt with the fields of English and the Social and Behavioral Sciences. In the third workshop, Mr. Sohn presented an interdisciplinary view of the use of film in university instruction for the faculty of Northwestern University and faculty members from surrounding school districts. Similar workshops are scheduled for 1971-72.

Symposium on Philosophy and Education

The Center joined with the School of Education and the Department of Philosophy during Winter Quarter, 1971 to sponsor three discussions on Philosophy and Education by a group of visiting scholars who were on campus attending a meeting of representatives of the Philosophy of Education Society and the American Philosophical Association. The presentations involved:

Prof. Philip Phenix, Teachers College, Columbia, "Value Orientation in Educational Thought"

Prof. Maurice Mandelbaum, Johns Hopkins University, "The

Concept of the Behavioral Sciences: A Demurrer"
Prof. William Frankena, University of Michigan, "The Concept of Education"

Prof. Joe Park, President of the Philosophy of Education Society, arranged for these representatives to meet at The Center to explore ways in which the two associations could cooperatively encourage a greater concern on the part of their members for teaching activities in colleges and universities throughout the country.

Professional Associations

The American Philosophical Association and the Philosophy of Education Society were represented at a meeting sponsored by The Center in January, 1971. Participants involved the symposium speakers indicated above. Profs. Park and Phenix represented the Philosophy of Education Society and Profs. Mandelbaum and Frankena represented the American Philosophical Association. These discussions led to a proposal which The Center has transmitted to the National Endowment for the Humanities for a planning grant to develop both a plan of procedure and a curriculum for a post-doctoral program in the philosophy of education to help improve the quality of teaching in this basic field.

A special committee of Division 15 (Educational Psychology) of the American Psychological Association met at The Center for the Teaching Prefessions to discuss ways in which educational psychology could be a more vital force in the preparation of teachers. The nine members of the committee gathered from such diverse points as Cornell, Stanford, New York University, and Purdue to discuss such questions as the following:

What should Division 15 of the APA be doing about pre and in-service educational psychology in teacher education?
Should the committe address itself to the qualification of instructors of educational psychology?
What are the really promising new approaches to educational psychology in teacher education?

These and other questions were discussed during the two day conference, and the committee reported to Division 15 at the annual meeting of the American Psychological Association in Washington in September, 1971.

The Center will continue its efforts with respect to professional associations during 1971-72. Plans have been completed to co-sponsor with the Curriculum Center for English

a conference involving the Association of Departments of English.

Micro-Teaching Workshop

Dr. Philip C. McKnight, Assistant Professor and Director of the Micro-teaching Laboratory at the University of Kansas, presented a workshop sponsored by The Center for the Teaching Professions. The workshop was designed to acquaint interested faculty, graduate teaching assistants and undergraduate students with the applications of micro-teaching as an instructional training procedure and the planning necessary for its implementation in the field. The workshop was well attended by faculty and generated an increasing interest on the part of faculty and students in micro-teaching. Dr. McKnight's presentation was video-taped and is being used for additional training in micro-teaching.

Film Festival for English Teaching

The Curriculum Center for English and The Center for the Teaching Professions sponsored a festival of short films. A different program was presented each night. Each program consisted of a variety of film types - animations, documentaries, lyrical pieces, useful for teaching in English. A variety of subjects and thematic treatments were represented. The program was planned by graduate students in English education.

Demonstration of New Instructional Aids

The Center for the Teaching Professions sponsored a 3-M Company demonstration of new equipment and materials related to teaching for faculty members at Northwestern University. Some of the equipment included Sound-on-slide Projector; a test scorer which scores automatically; a portable transparency maker; a fully automatic copy machine; and other new teaching aids.

The Center will sponsor other demonstrations by companies active in the field of developing new educational aids. We will provide some display space in the new facility for companies who wish to indicate new advances in educational technology.

Faculty Fellow Program

The Faculty Fellow Program was initiated at The Center to provide a mechanism for faculty members to become more closely associated with the day-to-day activities of The Center so that they might profit from the varied backgrounds and thinking of the Center associates. Faculty Fellows represent individuals who have already demonstrated a commitment to creativity and change in univeristy teaching.

Faculty Fellows for 1970-71 were Dr. Fredric Burg of the Department of Pediatrics, Dr. Hugh Burford of the Department of Pharmacology and Dr. Theodore Fainstat of the Department of Obstetrics and Gynecology, all in the Medical School. Dr. Burg is interested in developing a Division of Educational Resources for the Department of Pediatrics, and in creating a multiple-media Pediatric audio-visual library at Children's Memorial Hospital. Another concern he has is the implementation of video-tape methods for the evaluation of physician-patient interaction in pediatric medical students. Dr. Burg has recently joined the staff of the National Board of Medical Examiners. He will maintain an affiliation with The Center through a project which he is planning with the American Board of Pediatrics.

Dr. Burford, as Director of the Student Laboratories in the Medical School, is involved in the planning for the utilization of instructional media in medical education, specifically the installation of a closed circuit television system for use in the Student Laboratories, which are the main instruction facilities for first and second year medical students. Such a system will link the facilities of the teaching hospitals adjacent to the Medical School with instructional resources to the medical students. Both Dr. Burg and Dr. Burford were at The Center several afternoons each week taking advantage of the program opportunities available there. Dr. Burford has recently joined the staff of the Medical School of the University of North Carolina where he will have an opportunity to develop some of the teaching plans discussed above.

Dr. Theodore Fainstat, Professor of Obstetrics and Gynecology in the Northwestern University Medical School, has been involved during the past year in the creation of single concept, self-instructional materials to be used by medical students in obstetrics and gynecology during their junior year clerkships in the medical curriculum. Dr. Fainstat has been utilizing the resources of The Center in the production of these materials. These learning tools are made available through the use of instructional carrels available in the teaching hospitals.

Seminars in College Teaching

On January 21, 1970 the Curriculum Committee of the Graduate School approved the course 890-E70 entitled "Seminar in College Teaching." By approving the course the Graduate School provided one mechanism for departments to use in initiating educational experiences for graduate students who wish to make college teaching a career goal.

The course is listed in the Bulletin of the Graduate School as follows:

> 890-E-70, Seminar in College Teaching - Available to departments for the purpose of organizing experiences designed to introduce advanced graduate students to methods, strategies, and problems involved in teaching at the college level. (One course unit of credit. Can be taken for two quarters.)

The course is listed as a general graduate school course which means it does not have department ownership. In this way a graduate student in any department can take part in seminar activities without having the course appear on his transcript with a specific departmental affiliation.

If a department wishes to offer E70, either in special sections for teaching assistants, or in general sections open to all doctoral students, the course is assigned to a faculty member in the department who will assume responsibility for coordinating the experiences which the department wants included in the seminar. The faculty member indicates to The Center the number of potential registrants for the course.

During the 1970-71 academic year, The Center for the Teaching Professions became involved with a diverse segment of teaching assistants through the E70-Seminar in College Teaching. Seventy-four (74) graduate students participated in the seminars. The list of eight participating departments and/or schools include: 1) Chemistry; 2) Computer Science; 3) School of Education; 4) English; 5) History; 6) Philosophy; 7) Political Science; and 8) Sociology. The Center has been informed that the faculty of the Psychology Department has approved the offering of E70 for the academic year 1971-72.

The seminars were designed to give students an opportunity to become better acquainted with some of the central issues in college teaching, as well as provide opportunities for self-assessment of their own teaching skills. This year the Depart-

ment of Philosophy and the Department of English are taking advantage of E70 by giving graduate students who are interested in teaching a means of participation which provides credit towards a degree. The Graduate Student Teaching Internship Program in the Department of Philosophy represents a type of activity which correlates with the use of E70. The Center sponsored an E70 experience during the winter quarter and summer sessions for a group of doctoral fellows in the School of Education. These students are preparing for teaching roles in higher education and programs dealing with the problems of urban education. They planned their activities emphasizing the unique kinds of teaching assignments which they anticipate in the future.

The reactions of the graduate students have been very positive in supporting the E70 seminar. The Center will encourage the continued use of these seminars and will organize two offerings during 1971-72 through Center, rather than departmental, sponsorship.

Graduate Student Teaching Internship Program in Philosophy

The Department of Philosophy at Northwestern University has adopted a graduate student teaching internship program in which all graduate students in Philosophy participate. The internship is designed to prepare students for the teaching activities which the department feels are essential to the professional commitment of the philosopher in higher education. Students participate in seminar sessions on the teaching of philosophy and teach undergraduates either within the department or in other appropriate settings such as a junior college.

Concurrently the introductory course in Philosophy has been redesigned to include two different formats: one is organized around lectures by a regular faculty member with quiz sections conducted by graduate teaching assistants; the second is built around small courses of approximately 20 students planned by a graduate teaching intern. The small sections are student-centered and represent an approach to some problem in philosophy which is usually part of the introductory effort.

The restructured introductory course offers the interns experiences in a student-centered teaching activity as well as a more traditional faculty-centered approach. The resources of The Center for the Teaching Professions are available to the participants in this program who wish to use micro-teaching techniques to improve their performance in the classroom.

The Center is continuing its involvement in this program

by providing operating funds for 1971-72 to permit greater resources to be made available to the participants.

International Involvement

The Northwestern University Training Teachers of Teachers (TTT) Project has been selected by the Office of Education to develop an international component. The Northwestern TTT Project will initiate an interdisciplinary study of urban problems and education in Tunisia. This study, designed and conducted by a team of scholars from five disciplines, seeks to improve undergraduate and graduate teacher training through the use of instructional materials and strategies developed by The Center for the Teaching Professions, the TTT Clusters, and other national agencies. The project team consists of post-doctoral scholars from Northwestern University, the Chicago school system, and graduate students preparing for careers as trainers of teacher-trainers.

This project starts from three propositions: (a) the training of teachers (common school, college and university level) is the proper responsibility of the total university and requires interdisciplinary resources; (b) the graduate professors responsible for teacher preparation must understand cultural pluralism to properly deal with educational issues in an urban setting; and (c) through intensive, first-hand experience with alien cultures, teacher trainers from colleges and schools can better understand and respond to the demands for relevant teacher preparation and schooling for urban areas. The Center for the Teaching Professions will be responsible for the dissemination of instructional materials developed through this international TTT project.

Individual Projects Within the Schools and Colleges of Northwestern

School of Medicine

During the school year 1970-71, the Director of The Center for the Teaching Professions consulted extensively with committees of the School of Medicine on plans for new facilities. This involved plans for a closed circuit TV facility as well as new multipurpose learning space.

Professors Burg, Burford and Fainstat were active in the following projects and involved the staff and the facilities of The Center in implementing these projects:

Instructional Program in Pediatric Pharmacology:

A program in salicylate intoxication is being completed. It is designed to correlate the basic pharmacodynamics, the patho-physiology and biochemistry of salicylates with the diagnosis and treatment of acute salicylate intoxication. The student who completes this program should be able to differentiate salicylate intoxication from other clinical entities presented with similar physical findings. Also, he should be able to explain these findings as well as the rationale for therapy on a pharmaco-physiologic basis.

Simulation Technique in Pediatric Instruction:

Dr. Fredric Burg has implemented a series of simulation techniques by use of audio tape to help students learn how to manage a "variety" of acute pediatric medical emergencies. The simulation activity begins by having the student wait for a phone call in a room. The phone call is from a parent whose child has had a problem. The parent is programmed to present a child with an emergency problem such as a father calling because his son has cut off a finger in a door. After the medical student has talked with the parent, the instructor discusses the content of the phone call with the student by review of the tape. The discussion is concerned with the affect of the student, the assurance, the clarity of his communication, and his knowledge of how to handle the medical situation. Following this, the patient comes into the emergency room for a simulated exercise in the medical management of the particular emergency. In those cases in which the child can not be brought in, a verbal description of the case is presented. The student works with one or two of his companions and goes through the total management of the situation utilizing the equipment available in the emergency room.

Exhibit:

Drs. Burford and Burg, exhibited a self-instructional program concerning Acute Pediatric Salicylate Poisoning at the 95th meeting of FASED (Federation of American Societies for Experimental Biology) in April, 1971. These materials were developed with Center support. Assisting at the exhibit was Miss Pamela Trent, graduate student in Educational Psychology and a program assistant at The Center. The purposes of this exhibit were twofold. First, the authors sought peer-evaluation of the instructional program designed for sophomore and upper level medical students. Second, they sampled interest of other medical schools for this instructional format. Attending scientists were asked to critique the content as well as the method of presentation. Also, they were asked to identify errors found in the program and to suggest alternative presentations which might improve the

program. Enthusiasm for the program was high and the evaluation process was quite helpful to the authors.

Future plans include using the program in sophomore pharmacology and junior pediatric clerkship teaching situations. The authors plan further programs in the area of pediatric toxicology with the cooperation of The Center for the Teaching Professions.

School of Journalism

Dr. Steven Holbrook, formerly Program Director for The Center, worked with Ray Nelson, an Assistant Professor in the School of Journalism, by helping him develop new strategies for instructing his graduate level journalism class in news reporting. This consisted of at least 8-10 in-depth planning sessions with Prof. Nelson and an involvement in approximately 8 sessions of his seminar. This activity served as a test of one possible model in helping individual professors solve their instructional problems. Prof. Nelson is now a Faculty Fellow of The Center.

School of Education

Professor Bruce Bergland, in the field of counselor education, used the video-taping facilities of The Center to develop video-tapes for use in two summer school courses. These tapes were simulations of different types of counseling sessions. Contingent upon the success of these counseling tapes, Professor Bergland plans to introduce more self-instructional activity in his counseling courses through the use of video-tape and film media.

The Center for the Teaching Professions sponsored some initial development efforts under the direction of Professor George Beauchamp which were designed to test the effectiveness of installing a full curriculum system in a school district. The project involved installing in a school district a curriculum system consisting of two major operational functions. One is the planning function which originally produces a curriculum and subsequently modifies the curriculum on the basis of new inputs coming from experience in using the curriculum and from new ideas generated external to the school. The second function is the implementation function.

College of Arts and Sciences

The Center provided financial support to Professor Richard Bootzin in the Psychology Department. The study is described below:

> "The purpose of the proposed study is to investigate ways of applying operant learning principles in the classroom so that learning activities are facilitated. Primarily, the focus will be on classroom management techniques rather than curriculum development. Teachers will be taught to use themselves more effectively to reinforce appropriate and extinguish inappropriate classroom behavior. The major research question to be answered (which will serve as the basis of a doctoral dissertation for Alan Kazdin) is whether instructions from teachers about appropriate behavior adds to the effectivemess of the reinforcement procedures. Kazdin's hypothesis is that instructions facilitate the acquisition of appropriate behavior in the setting in which those behaviors are reinforced. However, the child may also learn that the reinforcement is specific to that particular setting and, thus, be less likely to exhibit the appropriate behavior in other settings."

Mr. Philip Brickman, Professor of Psychology, completed an analysis of Dr. Robert Sekuler's innovation with tutorial sections in Psychology A10. Dr. Brickman carried forth the planning for his course in Social Psychology, B04. He has proceeded with the design and construction of a novel Group Interaction Device that will hopefully have important pedagogic properties. The project was funded by The Center.

The Center for the Teaching Professions provided financial support to Professor Robert Sekuler for the purpose of making single concept films for Psychology A10.

The Center for the Teaching Professions provided financial support for the purchase of materials in the field of the History of Science and Technology. This support enabled the Department of History to have the necessary library materials for introducing an undergraduate course in this field of study into the curriculum. The project director was Professor George Daniels in the History Department.

The Center for the Teaching Professions has provided financial support to the Department of Political Science for the purpose of bringing speakers to the Northwestern Campus to help faculty and students improve their teaching functions in the

department. The project is under the direction of Professor David Minar.

Technological Institute

The Center is working with the Technological Institute in evaluating the new undergraduate program which will be introduced in the fall to the incoming freshmen. The project is under the direction of Professor J. B. Cohen.

The Technological Institute has started a new program for sixty new students (on a strictly volunteer basis) beginning in September, 1971. During the freshman year, instead of nine separate courses in the areas of physics, chemistry, mathematics and engineering sciences, a completely integrated program will be offered as a total package. It will involve team-teaching, concentrated study blocks and independent study.

A typical day might be spent like this: In the morning the student would work with a team of classmates in the laboratory on some engineering problem closely connected with the theme of the current study block. Perhaps at eleven o'clock one or two of the team might leave to attend an elective course in humanities. In the afternoon, there would be a lecture, and time for informal tutorial sessions with the instructor.

One faculty member will teach one team during any one block. Evaluations will be given after each block is completed: graded A, B, C, or No-Credit. There will be periods for spending more time on some laboratory projects, for quiet self-study of some area of particular interest -- for going back over the material in a study block for a new grade. The program will mesh with that of the sophomore year.

Concurrent with the new program will be a lecture series and occasional retreats for discussion of technology and society.

Graduate School of Management

The Center and the Graduate School of Management cooperated in offering a Communication Workshop during Spring Quarter. The workshop, (two sections) for about thirty students each, included the use of video-tape and audio equipment as a basis for studying the communication behavior of participants and others. Professor Joseph S. Moag directed the project.

Law School

The Center helped develop a new course in Technology Assessment and Environmental Law. The course has as an objective inculcating in the student a sense of the ethical need to look beyond the confines of a single environmental case in presenting scientists who testify. The course attempts to show that the struggle to preserve the environment includes a new kind of ethical responsibility on the part of the practicing lawyer. The project was directed by Professor Anthony D'Amato.

Dental School

The Center and Professor Evan H. Greener in the Dental School are involved in a project to produce self-instructional programs for use in the Department of Biological Materials. The Center's Director also participated in the Northwestern University Dental School Student Council Symposium on Methods of Evaluation of Student Performance.

Library

Purchase of the total microfiche collection from the Educational Resources Information Center (ERIC), the U. S. Office of Education, was made possible through the resources of The Center for the Teaching Professions. Support from several sources within the university was pooled for the ERIC purchase and The Center for the Teaching Professions indicated that additional financial support would be available for establishing a system of copying the original microfiche material so that users would be able to have their own microfiche copy. The Library has an active system in operation at the present time.

School of Speech

The Center has helped the School of Speech purchase a Hearing Loss Simulator which is used for supplemental teaching activity in the Department of Audiology, under the direction of Professor Earl Harford.

The Center provided financial support to Professor Joan Buffington for the purpose of developing a 45 minute videotaped production designed to present an alternate to tradition in education.

In anticipation of the termination of Kellogg Foundation support for The Center for the Teaching Professions at the end of its six year commitment, The Center has initiated the following efforts which will lead to a self-sustaining operation:

Centers for Gifted Children

The Illinois State Gifted Program has four demonstration Centers for Gifted Children in the Chicago Suburbs. These centers have shown methods, materials, and grouping procedures that have been proven successful in teaching children who are in the upper 5% - 10% in academic talent, or other aspects of giftedness. These four centers have worked very closely with The Center for the Teaching Professions and Mrs. Betty Butler, State Supervisor, Department of Program Development for Gifted Children, Office of the Superintendent of Public Instruction. The work has been to develop the individual center's objectives, to help plan their evaluation procedures, and to train the four directors to teach other interested educators how to plan and evaluate programs and materials for gifted children.

These four centers are located in Oak Park Elementary District #97, where their demonstration program shows appropriate methods in language arts and mathematics for talented kindergarten children, and methods in mathematics for grade 4 talented students; Elk Grove Village District #59, which demonstrates gifted elementary children and bright underachievers working in learning centers; Skokie Elementary District #68, where demonstrations are conducted in fostering creative development in music and art with gifted children; and Evanston Township High School District #202, demonstrating classes in visual arts, music, and creative dramatics for talented high school students.

Two of these centers, Skokie Elemantary and Evanston Township High School, have joined forces to serve schools in the whole state as well as the Northwest suburbs of Chicago. They will conduct training programs, and demonstrate innovative techniques, to any public schools in Illinois wishing service in the area of fine arts for gifted children. Elk Grove Village and Oak Park have planned a joint effort, too. They will operate an Area Service Center for elementary schools that are geographically convenient to the Northwest suburbs.

These new developments in the role of the Demonstration Centers becoming more service oriented, are believed to be needed now to create and maintain programs for gifted children. Demonstration and dissemination will continue to be important aspects of the Area Service Centers, but the new focus will clearly be on implementing needed programs and training teachers

to work with the gifted children in Illinois, and evaluating the effectiveness of new programs or methods. The Center for the Teaching Professions has been asked to continue to consult during the planning of Area Service Centers efforts and to assist in the evaluation of their service efforts next year.

Seminar on Infancy and Childhood

The Division of Pediatrics and the Evaluation Center for Learning Problems, Evanston Hospital, Evanston, Illinois, planned, in cooperation with The Center for the Teaching Professions, an eight-week interdisciplinary Seminar on Infancy and Early Childhood. This workshop provided a framework for exchange between medicine, education, and psychology so that representatives from these professions could learn together. An educator, pediatrician, and psychologist worked as an interdisciplinary team at each meeting of the group. The group met on eight Wednesdays from 1:00 - 3:00 p.m. in the Frank Auditorium, Evanston Hospital. This pilot course was limited to twelve representatives from nursery schools and child care centers. Because of the limited number, only one person was accepted from each school. An integral part of the seminar was for each participant to select a second staff member from his school with whom to share the pilot course content. There were three general goals for the course. They were: (1) to present a body of information of physical, cognitive, and affective growth and developmental framework. Another, more general, goal was for each person, participant or leader, to learn something of the process of interacting and communicating with members of other professions. The information presented was for children from 0 to 6 years of age.

The course topics were: The Role of the Pediatrician, The Developmental Examination and Diseases Affecting Growth and Development, The Role of Vision, The Role of Hearing, Language Development, The Ability to Utilize Body Image, Motor Function, Development of Initiative, Perception, Readiness, and the Concept of Industry. The pilot course presentors were: Dr. Lawrence Lawson, Opthalmologist; Dr. Noel Matkin, Communicative Disorders; Laura Lee, Communicative Disorders; Dr. Claude Mathis and Dr. Beecham Robinson, Center for the Teaching Professions. The schools with representatives in the program were: Deerfield Montessori School, Deerfield; Glenview Community Church Nursery School, Glenview; Roycemore School, Evanston; Vernon Oaks Country Day, Deerfield; B'nai Torah Temple Nursery, Highland Park; Ravinia Nursery School, Highland Park; Montessori School, Lake Forest; Glenview Methodist Pre-school, Inc., Northbrook; Winnetka Public School Nursery; North Shore Child Care Center,

Evanston; and Kennilworth Community Pre-school, Evanston.

Connecticut Project

This project represents an unsolicited evaluation proposal from a group at the University of Connecticut who have obtained the services of Professor John Wick by having him direct an evaluation effort for two projects in which the School of Education at the University of Connecticut is involved.

Prof. Wick is the Principal Investigator at Northwestern University for the contract, and The Center for the Teaching Professions is coordinating the fiscal appointments, cooperatively with Prof. Wick, for discharging the obligations of the contract.

Workshop for New Faculty -- Graduate School of Management

At the beginning of the academic year 1970-71, the Director of The Center for the Teaching Professions was asked by the Dean of the Graduate School of Management to meet with new faculty and discuss the role of The Center on campus. Several members of this group subsequently used the facilities of The Center for instructional planning. During May, 1971, Dr. Beecham Robinson met with Prof. Moag of the Graduate School of Management to discuss further involvements of The Center in introducing new faculty to the need for creative approaches to teaching. From these discussions, The Center helped the Graduate School of Management plan a workshop for new faculty on teaching which took place over five mornings during the first week of the fall quarter, 1971. Dr. Beecham Robinson and Mr. Olen Jones met with the six new faculty members for this year to help them with the following goals:

(1) To develop a sense of the importance which the Graduate School of Management places on good teaching;
(2) To provide a basis for thinking about teaching as a process which can be improved by planning, assessing, and modifying performance;
(3) To encourage the development of a plan for evaluating the progress of teaching.

Response to this workshop was enthusiastic, and The Center plans to offer similar experiences throughout the year to both new and old faculty.

Rehabilitation Institute

During the spring, 1971, the Rehabilitation Institute assigned to The Center Mr. Larry Nosse, a Physical Therapy Education Supervisor at the Institute, to allow him an opportunity to use the resources of The Center to plan teaching strategies in Physical Therapy Education. Specifically, Mr. Nosse was assigned to The Center for the following:

(1) To compile a resource list of available self-teaching materials in the area of Practical Physical Therapy skills, which could be used to instruct two year assistants and fourth year Therapy students;
(2) To identify the practical activities common to these students which require a similar level of performance according to Watt's Taxonomy of Physical Therapy Tasks;
(3) To prepare self-teaching materials for both levels of students which meet their common practical knowledge needs, but which are not now available.

Mr. Nosse will continue with these activities during 1971-72. The Director of The Center for the Teaching Professions will continue to serve as a member of an advisory committee to the Director of Research and Training of the Rehabilitation Institute.

Self-Instructional Units on Evaluation and Research

During 1970-71, Prof. John W. Wick of the School of Education developed a set of eleven self-instructional units on evaluation and research which are designed for the layman who does not have specialized training in measurement and evaluation. The development of these materials was supported by a grant from the Wieboldt Foundation. The grant was administered by The Center, and the staff and facilities of The Center were available for the production and design of the materials. Each of the eleven units consists of appropriate 35mm slides and cassette tape audio presentations.

The project format is one that permits individual use with flexibility. The one or more individual work positions which could be established require only a manually operated slide projector, a cassette tape player (probably equipped with headsets), and a place for the student to work. To maximize the individuality of the units, the tape recorder and slide projector operate independently of each other, to allow the student to progress through the unit at his own pace. That is, he can

listen to the recorded message as often as necessary, stop to take notes, or review a series of slides more than once.

Individualized flexibility is also created by the self-contained character of each unit. That is, the user can choose to use only those units which are most appropriate to his needs. While the units are indeed closely related, each operates independent of the others and focuses on a specific concept. Thus, it is not imperative that the user complete all eleven units to benefit from the program.

The four steps in the presentation process are Pre-organization, Instruction, Evaluation, and Feedback. The titles of the units are as follows:

Unit I - Overview
Unit II - Experiments: Testing Statistical Hypothesis
Unit III - Avoiding Common Errors in Evaluation and Research
Unit IV - Questionnaire Construction
Unit V - Selecting and Using Standardized Tests
Unit VI - Technical Issues in Testing
Unit VII - Data Collection by Interview
Unit VIII -Data Presentation
Unit IX - A Layman's Introduction to Computer Applications
Unit X - Hints for Project Evaluators
Unit XI - Specifying Behavioral Objectives

The Center is planning with Prof. Wick ways in which these units can be made available to interested individuals and school systems. Based upon a brief announcement of this project in Measurement News, Prof. Wick and The Center have received approximately sixty inquiries from sources within and outside the United States requesting the units.

Revised Tutorial-Clinical Program for Teacher Preparation School of Education

During the school year 1970-71, the School of Education undertook a basic revision of its undergraduate teacher education program. The Center for the Teaching Professions provided much in the way of assistance for the planning which took place during the year. Faculty, administration, graduate students, and undergraduates took part in the efforts which resulted in a report which was submitted to the faculty in December, 1970. This report of a committee on revision of the undergraduate program was accepted and study groups were appointed to develop the implementation of the basic guidlines accepted by the faculty. From the beginning of January, 1971, through the

Summer of that year these groups developed their recommendations which were taken to the faculty for approval. The staff of The Center were all involved centrally in the process of developing a consensus for program implementation. The revised program is in effect as of September, 1971, and The Center has been working closely with the Director of Clinical Experiences to develop activities which The Center can make available to cooperating teachers in the public schools to help make them more effective in the roles which they fulfill in this new program.

The Revised Tutorial-Clinical Program is designed to provide the following in the professional educational component of the program:

(1) Sequential clinical experiences spread through the student's undergraduate years;
(2) Tutorials to provide individual assistance to students;
(3) Small-group vari-durational seminars and workshops designed to foster insights into the understandings of the nature, issues, and developments of education in elementary and secondary schools;
(4) Opportunities for individualized planning;
(5) Opportunities for advanced prospective teachers, during the last stages of the program, to serve as educational associates and counselors in the earlier phases of the program and to undertake research and other projects to improve their professional competence.

Visiting Associate Program

During 1970-71 The Center for the Teaching Professions granted visiting associate status to a number of individuals for varying lengths of time. A visiting associate at The Center is an individual who does not have a permanent faculty status at the University but who is involved in university programs which are relevant to the goals of The Center. These individuals have the facilities of the University made available to them and, in turn, they participate in specific programs of The Center by providing their skills as a Center resource. Visiting associates for the funding year were as follows:

Mrs. Elsie Harley - Director, Learning Center, Martin Luther King Lab School, Evanston School District 65.

Miss Vivian Larsen - National Program for Educational Leadership Fellow.
Mr. Calvin Lockridge - National Program for Educational Leadership Fellow.
Dr. Edward Minister - Assistant Professor of Sociology, Bowdoin College, Brunswick, Maine.
Mr. Matthew Prophet - National Program for Educational Leadership Fellow.
Mr. Ken Seaman - National Program for Educational Leadership Fellow.
Mr. David Sohn - Coordinator of Curriculum for English and Social Studies, Evanston School District 65.
Mr. John Wright - National Program for Educational Leadership Fellow.

Activities of the Center Director

During the funding year 1970-71, The Director of The Center for the Teaching Professions, Dr. B. Claude Mathis, participated in a number of professional activities relevant to Center objectives. He was a member of the Committee on Curriculum and Teaching of the Faculty Senate and helped prepare the report of that group which called for a revision and standardization of promotional practices within the schools and colleges of Northwestern to elevate good teaching to the status of a basic criterion for promotion. He is also a member of the Committee on Teacher Education of Northwestern University.

He attended an invitational conference of directors of instructional development agencies which was held at Michigan State University during the Spring, 1971. This conference was sponsored by the Esso Foundation and was held for the purpose of establishing the basis for an ongoing relationship between directors of instructional development agencies nationally.

Dr. Mathis is a member of an ad hoc committee of Division 15 of the American Psychological Association concerned with the role of educational psychology in teacher preparation. He participated in an open meeting of this committee at the annual convention of the APA in Washington, D. C. in August, 1971.

He attended the annual meeting of the American Educational Research Association in New York City in February, 1971, and participated in discussions of the role of technology in promoting good teaching.

Dr. Mathis represents Northwestern University on the panel on Research and Development of Instructional Resources of the Committee on Institutional Cooperation. This panel is responsible each year for publishing a report entitled "Development and Experiment in College Teaching" which describes innovations

in curricula and teaching at the Big Ten institutions.

Dr. Mathis co-authored with Prof. Benjamin Baldwin of the School of Journalism a booklet, Teaching About Beverage Alcohol, which was published by the Office of the Superintendent of Public Intsruction of the State of Illinois. This publicaiton is used in the schools of Illinois as a teaching resource for units on beverage alcohol.